

Utilization of Gamification Technology and its Implication on Learning Al-Qur'an Hadith at Madrasah Aliyah Negeri 1 Probolinggo City

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Abstract:

This research explores the application of gamification technology in teaching Al-Qur'an Hadith at Islamic Senior High School 1 Probolinggo City. The aim of this study is to examine the impact of gamification on students' learning motivation and participation. Using a qualitative research approach, data were collected through field observations, in-depth interviews, and document analysis. The findings indicate that integrating gamification technology into Al-Qur'an Hadith learning can enhance students' motivation and participation. While gamification is often applied in science and technical subjects, this research focuses on religious education, particularly Al-Qur'an Hadith, which is often perceived as less engaging by students, offering novelty in applying gamification technology in a different context. The results show that gamification can create an interactive and enjoyable learning environment, even in religious subjects like Al-Qur'an Hadith, significantly increasing students' motivation and participation in the learning process. Gamification engages students with game elements such as points, levels, and challenges, making learning more appealing. However, this study also highlights the importance of teacher preparation and adequate infrastructure to ensure the effective application of gamification technology. For a more engaging learning experience, it is crucial that teachers are trained to integrate this technology into their lesson plans. In conclusion, while gamification offers significant pedagogical benefits, it should complement, not replace, the essential role of teachers. A balance between technology and human interaction is vital for the success of a gamified learning environment.

Keywords: Gamification; Learners; Madrasah; Learning Al-Qur'an Hadith

Introduction

In the rapidly evolving digital era, the integration of technology in education has become increasingly crucial to create engaging and effective learning experiences. One notable innovation in this field is gamification, which involves applying game elements in non-game contexts to enhance students' motivation, engagement, and learning outcomes. Gamification not only leverages the entertainment aspects of games but also incorporates mechanisms such as points, badges, challenges, and leaderboards to encourage active participation in the learning process (Nizar, 2021). By utilizing gamification, educators can foster dynamic and interactive learning environments that aim to help students not only better understand the material but also internalize the values being taught.

Islamic education in the digital era presents new challenges and opportunities for improving the learning process. In the midst of the rapid wave of digitalization that is reshaping the educational landscape, the continuous use of conventional teaching methods that are monotonous and tedious is increasingly seen as irrelevant unless there is a transformation in teaching approaches (Saputra et al., 2019). Despite the advantages of conventional methods, such as fostering deep understanding and strengthening interpersonal relationships between teachers and students (Djamarah, 2016). These methods are less capable of capturing the attention of younger generations who live in an age dominated by technology and information. This is evident at institutions like MAN 1 Probolinggo City, a madrasah that has adopted the "*Merdeka Curriculum*" yet still relies heavily on conventional approaches in its educational practices (Observation of The Teaching Assistance Program, 2024).

The application of gamification in learning offers an exciting and interactive approach to teaching, especially for subjects that students often consider too easy or dull, such as Al-Qur'an Hadith. By incorporating gamified elements, educators can create a more engaging learning process, potentially enhancing both the quality of students' comprehension and the retention of knowledge (Sevutra, Reza; Erlinda, 2019). The integration of technology in Islamic education aligns with a key Islamic principle; *Al-muhāfadhotu 'ala qodiimis shōlih wal akhdzu bil jadiidil ashlah*, which translates to "preserving good old practices while adopting better new ideas." Gamification represents a modern innovation that brings new energy to the educational process (Muchtar, Ilham; Susanti, n.d.).

Moreover, in the context of Islamic jurisprudence (fiqh), a relevant hadith states: "*What the Muslims deem good, is good in the sight of Allah*" (HR. Ahmad) (Syakir, 1946). This hadith implies that the use of gamification technology in the learning process is an acceptable innovation that aligns with Islamic teachings. As a result, gamification can be viewed as an appropriate tool for positively motivating students and contributing to their understanding of Islamic teachings, particularly in Al-Qur'an Hadith education. (Purba, 2016).

In Indonesia, the challenge of teaching Al-Qur'an Hadith lies in the perception that it is rigid and less appealing, especially to younger generations who are more accustomed to technology and digital entertainment (Arribathi et al., 2021). Therefore, innovative teaching methods are essential to spark students' interest in religious education. MAN 1 Probolinggo City is one of the educational institutions striving to improve the quality of Al-Qur'an Hadith instruction by integrating gamification technology. With this approach, it is expected that students will be more motivated to learn and actively participate in discussions and learning activities.

Motivation plays a key role in determining students' success in the learning process. According to the motivational theory developed by Deci and Ryan (1985), there

are two types of motivation: intrinsic and extrinsic. Intrinsic motivation stems from personal interest and satisfaction, while extrinsic motivation is driven by external rewards or recognition. In the context of gamification, game elements can enhance both types of motivation. Students who engage in enjoyable and competitive activities are more likely to be motivated to learn and achieve their academic goals, which is particularly relevant in Al-Qur'an Hadith learning, where a deep understanding of the material is required to apply religious teachings in everyday life (Aziz, 2020).

In addition to motivation, academic achievement is a primary focus in learning. Success in Al-Qur'an Hadith instruction is not only measured by grades but also by the students' ability to apply the teachings in real life. This study explores the relationship between gamification technology and students' motivation and academic performance at MAN 1 Probolinggo City. By understanding how gamification contributes to increased motivation and academic achievement, this research aims to provide valuable recommendations for educators to design more effective and engaging learning strategies.

Previous studies have shown that gamification can enhance students' motivation and learning outcomes in various educational settings. Research by Hamari et al. (2014) found that the application of gamification in education significantly increased student engagement and academic performance. Additionally, Suh et al. (2015) demonstrated that game elements in education could improve students' intrinsic motivation. However, while there is substantial evidence supporting the effectiveness of gamification, there is a gap in the literature regarding its application in Al-Qur'an Hadith education, particularly in madrasahs.

This study also considers factors that influence the success of gamification implementation, such as teacher support, technological readiness, and student characteristics. As a participant observer, the researcher will be directly involved in the learning process to observe the dynamics between students and the subject matter. In addition, interviews with students and teachers will be conducted to gain deeper insights into their experiences with gamification (Podomi et al., 2019). Given the importance of Al-Qur'an Hadith learning in shaping students' moral and character development, this study aims to provide insights into the effectiveness of gamification while also enhancing students' understanding of religious values (Nizar, 2021). With the right approach, gamification can become an effective tool for creating engaging and relevant learning experiences, ultimately helping students understand and apply the teachings of the Al-Qur'an and Hadith in their daily lives.

Overall, this research aims to explore the utilization of gamification technology in Al-Qur'an Hadith learning at MAN 1 Probolinggo City, focusing on students' motivation and academic achievement. By integrating technology in religious education, it is expected that students will be more motivated to learn, actively participate in learning activities, and achieve better academic outcomes. Through this study, it is hoped that a significant contribution will be made to the development of innovative and effective teaching methods in the context of religious education in Indonesia.

Methods

This research employs a qualitative approach, focusing on the study of social phenomena, including environmental conditions and social interactions. The aim is to understand the language and information provided by informants in relation to the research focus. The study is based on field research conducted at Madrasah 'Aliyah Negeri 1 Probolinggo, where key people and several students served as primary data sources.

Additionally, books were used as secondary sources, supporting the study's exploration of educational technology and its applications. The findings are presented descriptively, with data and field facts acting as primary sources, while the researcher functions as the main instrument, serving as both observer and interviewer (Imam Suprayogo, 2001).

Primary data were collected through observation and interviews with relevant stakeholders who directly interacted with the study's core issues, ensuring that detailed information and deep insights were gathered. Secondary data included documents, photographs, and profiles of the madrasah, which were provided by informants to support the research's discussion. The researcher actively participated in the field, conducting direct observations and in-depth interviews with key people, in addition to collecting documentation (Sugiyono, 2021).

Data analysis was performed in three stages: data reduction, where initial findings were filtered for validity and relevance; data presentation, where the findings were organized; and drawing conclusions, where interpretations of the results were made (Miles & Huberman, 1992) The researcher also organized a Focus Group Discussion (FGD) with students to explore their experiences and the challenges they faced in learning Al-Qur'an Hadith with gamification technology.

In the data collection process, several techniques were employed, including interviews, observations, and the categorization and interpretation of collected data. Themes such as student motivation, gamification effectiveness, and learning outcomes were explored to deepen the research's findings. These steps helped identify patterns and relationships, enhancing the understanding of gamification's impact in the learning process (Saleh, 2017).

The research procedure on the utilization of gamification technology and its implications for Al-Qur'an Hadith learning at Madrasah Aliyah Negeri 1 Kota Probolinggo involved several phases: first, preparation, including designing and testing the validity and reliability of research instruments (questionnaires and interview guides) and obtaining permission from the school to conduct the study. Second, data collection through surveys conducted with students before and after the implementation of gamification in Al-Qur'an Hadith learning. Third, conducting interviews with students and teachers after the gamification implementation period and organizing FGDs to obtain in-depth feedback and perspectives from students, as well as direct observations during the learning process. Fourth, data analysis, processing, and analyzing quantitative and qualitative data separately before integrating the results for a comprehensive overview. Finally, reporting results, including findings, discussions, and recommendations based on the data analysis outcomes.

Results and Discussion

A. Implementation of Gamification Technology in Al-Qur'an Hadith Learning at MAN 1 Probolinggo City

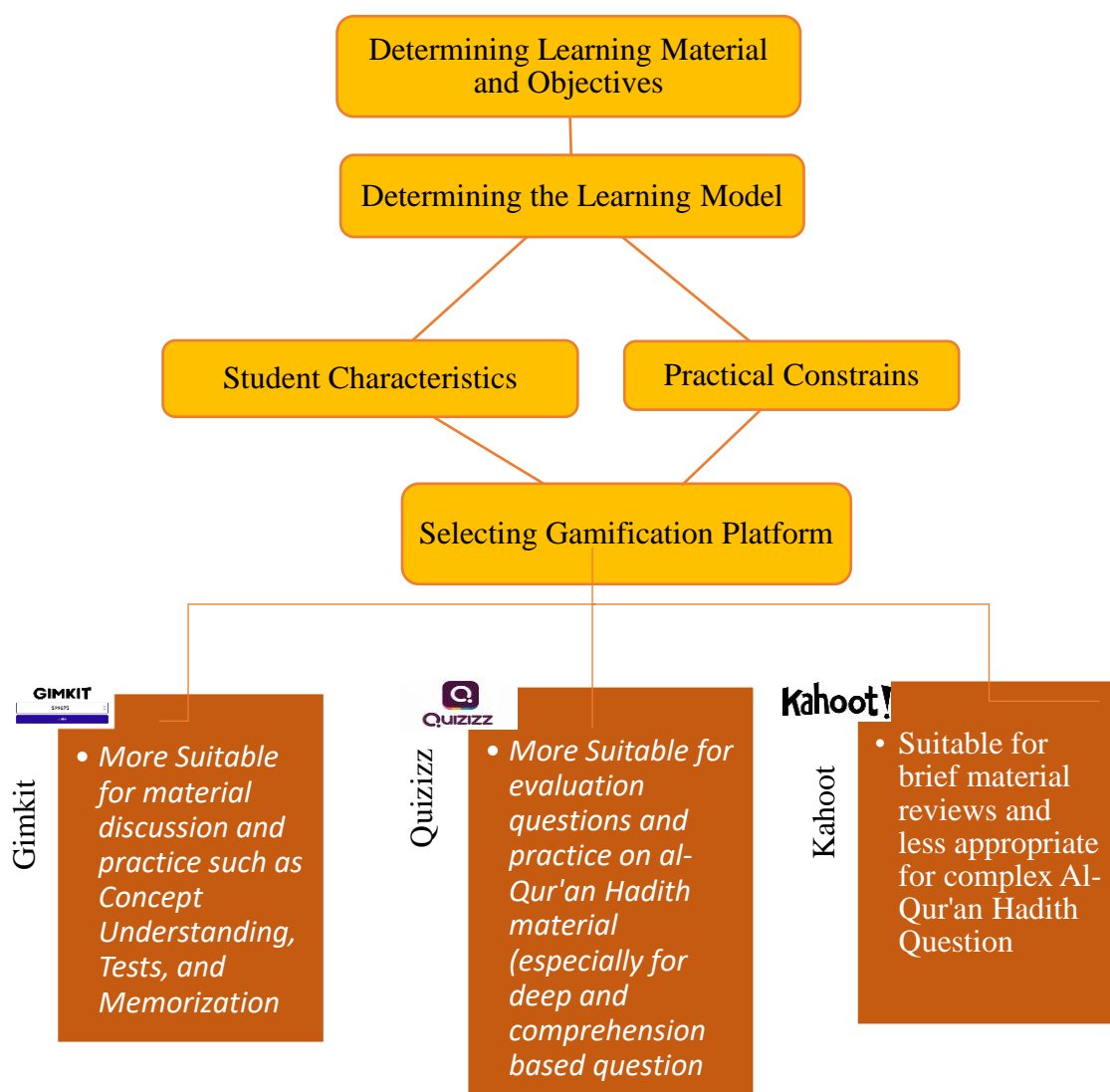
In this study, the use of gamification technology in Al-Qur'an Hadith learning at MAN 1 Probolinggo City has been focused on three main platforms: Gimkit, Kahoot, and Quizizz. Gamification has become an effective tool in enhancing student motivation and participation, in line with learning theories that emphasize the importance of active student engagement in the learning process. (Philosophy et al. 2024) The findings show that each platform has a significant impact on student motivation and participation, though with variations related to features, ease of use, and compatibility with the material being taught.

Based on observational and interview data, it was found that the use of gamification platforms has varying impacts on students depending on the type of

material being taught. Therefore, the selection of gamification technology platforms cannot be done arbitrarily but must be aligned with the objectives and type of material being taught. This selection process is based on an analysis of material needs and platform limitations.

Here is the diagram explaining the process of adjusting gamification platforms:

GAMIFICATION PLATFORM SELECTION PROCESS FLOW



Based on the flowchart, the gamification platform selection process is conducted through a series of systematic steps starting with the determination of learning materials and objectives. This process aims to ensure that all learning elements are well integrated and appropriate to the learners' characteristics and practical conditions. Each step in the flowchart is designed to help educators select the most appropriate gamification platform, thereby improving learning effectiveness and efficiency.

The following is an explanation of the gamification platform selection flowchart:

A. Determination of learning materials and objectives

The first step in the gamification platform selection flow is the determination of learning materials and objectives. This step is important to establish a clear and

specific learning focus. Setting the right learning objectives is crucial to increase student motivation and engagement in the learning process. (Gagné 1985)

B. Determination of Learning Model

Once objectives are set, choosing an appropriate learning model is crucial. For example, a model focused on repetition may be more effective for reinforcing understanding and memorization.

C. Characteristics of Learners

Understanding learner characteristics is an important aspect in determining the appropriate platform. These characteristics include learning style, motivation, as well as learners' level of understanding.

D. Practical Barriers

Identifying these barriers is important so that the chosen platform can be accessed easily and run smoothly without technical barriers, so as not to disrupt the learning process.

E. Gamification Platform Media Selection

The final step is selecting the most suitable platform, considering learner characteristics and practical barriers. Platforms like Gimkit, Quizizz, and Kahoot can boost motivation and engagement when used effectively. (Deterding, S. 2011) By choosing the right platform, educators can create a more interesting and interactive learning experience, so that students can more easily understand and remember the material taught.

In this research, there are three gamification platform options that will be explored further, namely Gimkit, Quizizz, and Kahoot. The following table outlines these platforms and their advantages and disadvantages.

Table of advantages and disadvantages of gamification platforms

Platform	Strengths	Weaknesses
Gimkit	<ul style="list-style-type: none"> - Suitable for reviewing a wide range of materials, including brief reviews and more interactive engagement. - Competitive quiz facility that enhances student participation. - Real-time feedback enables students to immediately see their results and improve understanding. - Offers gamified features that motivate students, making learning more engaging. 	<ul style="list-style-type: none"> - Requires very stable internet access - Some premium features cost money - Need for more thorough initial preparation, both in terms of material, readiness of students and educators. - Not all materials can be integrated
Kahoot	<ul style="list-style-type: none"> - More suitable for brief material review and less suitable for complex Qur'an Hadith material questions. - Competitive quiz facility - There is Real-Time Feedback; allowing students to immediately know the results 	<ul style="list-style-type: none"> - No individualised student pacing - Specifically for evaluation media - Not ideal for memorised material that requires repetition - Often causes students to feel pressurised by the focus on speed of answering

	of their answers and improve their understanding.	
Quizizz	<ul style="list-style-type: none"> - More suitable for evaluation and practice - Flexibility in processing time - Accessed independently by each learner 	<ul style="list-style-type: none"> - It lacks a prominent element of competition, making it less appealing to students who are motivated by competition. - Lacks a prominent element of competition, making it less appealing to students who are motivated by competition. - Less interactive than other platforms

Based on the table, each gamification platform has advantages and disadvantages that need to be considered in the process of selecting a platform according to the learning objectives and materials. Platform selection needs to adjust to the type of material being taught, especially in the context of learning Qur'an Hadith which involves in-depth material analysis and memorisation.

This research was conducted in even semesters, with a focus on material that is in accordance with the even semester class X curriculum at MAN 1 Probolinggo City, the material discussed includes discussion material in the learning of class X KSKK 2020 Student book We Madrasah Al-Qur'an Hadith subject. Each material has a different level of difficulty and learning needs, so the selection of the gamification platform must be adjusted to the characteristics of each material. The following are the specifications of the material taught along with the appropriate platform recommendations:



Table of Al-Qur'an Hadith Material Specifications

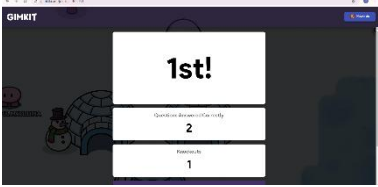

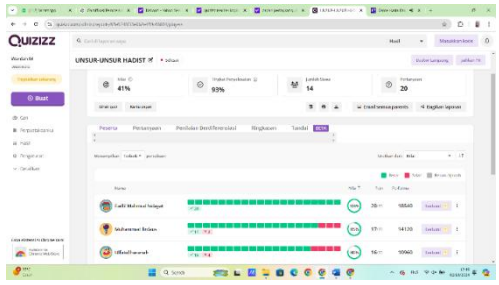
MATERIAL SPECIFICATIONS	DESCRIPTION	PLATFORM RECOMMENDATION
Understanding Hadith, Sunnah, Khabar, and Atsar	This material discusses the meaning and differences between hadith, sunnah, khabar, and atsar. Requires repetition and strong conceptual understanding.	Gimkit - Directs the repetition of material through a game mode, suitable for understanding the differences between similar and important concepts in hadith science.
Hadith as a Source of Islamic Teaching	Examine the role of hadith in explaining and complementing the teachings of the Qur'an as one of the main sources of law in Islam.	Kahoot - Provides quick quizzes that allow students to test their understanding of basic concepts in an interactive and competitive manner.
Analysing the Elements of Hadith	It requires analytical skills to identify the elements of the hadith including its sanad and matan and determine its validity.	Quizizz - Time flexibility allows for more reflective analysis without pressure.
Appreciating the Function of Hadith in	Focusing on the function of the hadith in relation to the Qur'an requires a deep	Gimkit - Suitable for rote practice and understanding

relation to the Qur'an	understanding and ability to link the two sources of teachings.	of concepts through repetition of problems. Kahoot can also be used for short quizzes to reinforce understanding.
Sahih Hadiths as Legal Basis	Understand the criteria and conditions of authentic hadith and their role in Islamic law.	Quizizz - Supports in-depth evaluation of the concept of sahih hadith and its criteria.
Brief Biographies of Hadith Scholars and Their Works	Introducing important figures in hadith science and their monumental works, as well as their contributions to the development of hadith science.	Gimkit : Repetition of character biography material through point collection. Quizizz : Time flexibility in quizzing character biographies

Each material taught requires a different approach according to its characteristics. Therefore, choosing the right platform is very helpful in improving learning effectiveness. This selection was made by considering the learning needs, students' readiness, and the characteristics of the material being taught. The following is a table of the stages of implementation and their descriptions:

Table of steps of gamification technology-based learning implementation

Platform	Steps of Implementation	Description
Kahoot	<ol style="list-style-type: none"> 1. The teacher opens the lesson 2. The teacher explains the material using the <i>this or that</i> feature in the gimkit feature for complex material. And use other features such as <i>flashcards</i>, <i>Snowbrawl</i>, <i>Fliptopia</i>, <i>One way out</i> and others for lighter material and for tests and exercises. 3. Then the teacher forms 4-5 groups 4. The teacher assigns a quiz code to each group 5. Students work in groups to answer questions collaboratively 6. The teacher monitors the progress of points and performance of each group 	 <p>After explaining the material related to the elements of hadith, students are directed to form into 4-5 groups. Learners discuss in groups to answer the questions collaboratively and the teacher monitors the point <i>progress</i> and performance of each group.</p> 

	<ol style="list-style-type: none"> 7. The teacher conducts reflection, evaluation and discussion after the quiz is over 8. The teacher closes the lesson 	<p>One of the features used is <i>snowbrawl</i>, where when one group answers a question correctly then that group gets points to fight another group with snowballs.</p> <p>Learners can see their ranking immediately after answering the questions, including the number of correct answers and <i>knockouts</i> they made, so learners can more easily evaluate their progress and strategise to score higher or achieve the desired goal in the game.</p> 
<p>Kahoot</p>	<ol style="list-style-type: none"> 1. The teacher opens the lesson 2. Teacher creates and selects quizzes in Kahoot 3. The teacher distributes codes 4. Students are directed to open the Kahoot platform on the search web and enter the Kahoot code 5. Students answer questions competitively. Points are awarded based on speed and accuracy of answers. 6. Review and discussion of results 7. Reflection and closing the lesson 	 <p>Learners will know their final score which includes the number of correct, incorrect answers, bonus points and total score. This allows them to evaluate their understanding of the material, see areas for improvement, and understand their overall performance in learning.</p>
<p>Quizizz</p>	<ol style="list-style-type: none"> 1. The teacher opens the lesson 2. Teacher creates and selects from question bank 3. The teacher distributes codes 4. Students are directed to open the quizizz platform on the search web and enter the code 	 <p>Teachers can view detailed reports of learner performance through Results on Quizizz, which displays the</p>

	<p>5. Students answer questions competitively. Points are awarded based on speed and accuracy of answers.</p> <p>6. Review and discussion of results</p> <p>7. Reflection and closing the lesson</p>	<p>percentage of correct answers, speed of answering, as well as individual scores for each student. Quizizz provides more in-depth reports and allows students to complete quizzes independently in a flexible time compared to previous platforms.</p>
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The table shows that each platform has distinct implementation stages for supporting learning and evaluation. Kahoot excels with its competitive, quiz-based approach, enhancing student engagement through speed, though it may not suit material needing in-depth understanding. In contrast, Quizizz allows flexible pacing, encouraging thoughtful reflection on answers, making it suitable for complex topics. Gimkit merges game elements with material repetition, ideal for rote learning and reinforcing concepts.

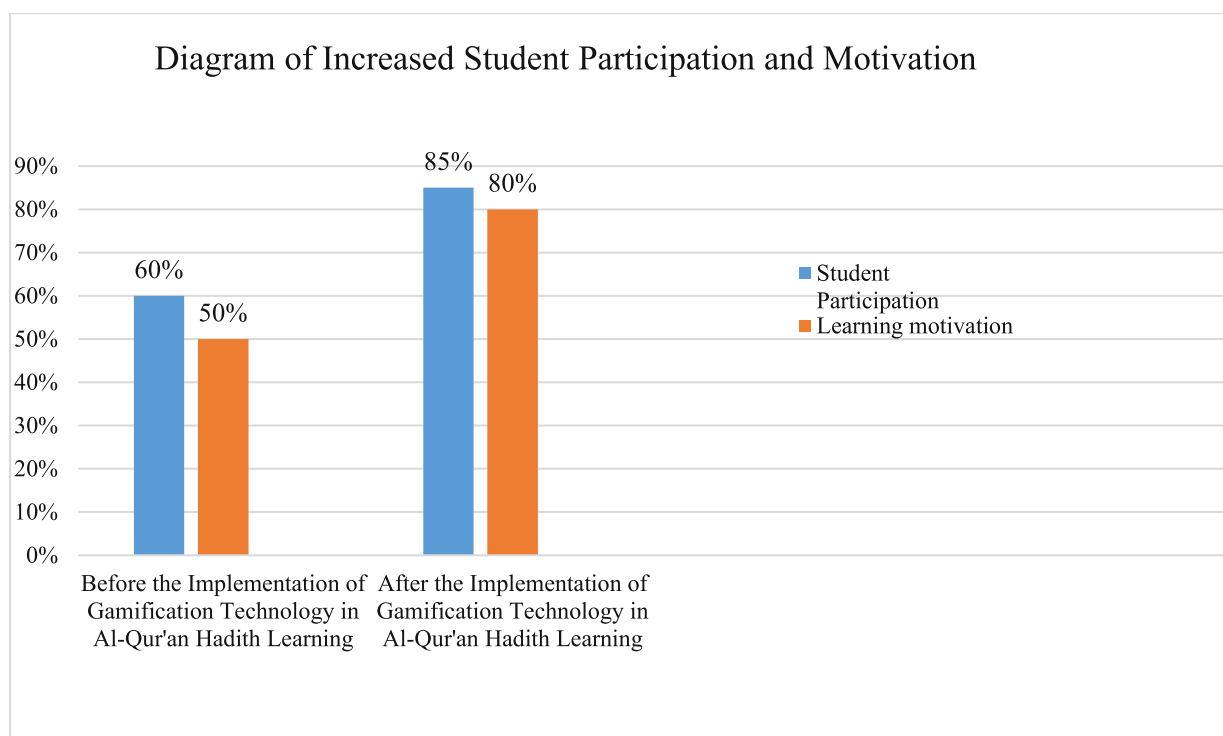
B. Implications of Gamification Technology Utilisation in Learning Al-Qur'an Hadith at MAN 1 Probolinggo City

The second discussion of the formulation of this research problem focuses on the results which are the implications of the implementation of gamification technology applied to class X Al-Qur'an Hadith subjects at MAN 1 Probolinggo City. After a series of interviews with several informants, document analysis related to gamification technology-based learning, and direct observation at school, the researcher concluded that the utilisation of gamification technology has a significant positive impact on students' participation and learning motivation.

The utilisation of gamification technology provides a significant increase in learner participation and motivation. This can be seen from the enthusiasm of students during the learning process using platforms such as Gimkit, Kahoot, and Quizizz. Based on observations, students are more actively involved in teaching and learning activities, especially during gamification sessions. The competition that occurs during gamification activities encourages students to be more active in understanding the material, including concepts such as Sunnah, Sahih Hadith, and the function of Hadith in Islamic teachings.

The researcher also found that this improvement was not only seen from students' participation in class, but also from their motivation in preparing materials before the lesson. This is also reinforced by observations that show an increase in student interaction with the subject matter when using gamification platforms such as Gimkit, Kahoot, and Quizizz. Students find it easier to remember the Qur'anic Hadith material taught, especially on topics such as *Sahih Hadith*, *The Function of Hadith to the Qur'an*, and *Biographies of Hadith Narrators*. With features such as points, leaderboards, and time-based challenges, students find learning to be a more engaging experience. In fact, some students who were previously less interested in the subject are now actively participating in quiz and discussion sessions more often after gamification was implemented.

Observation data in this study showed an increase in student participation and learning motivation. The following table diagram illustrates the increase:



Based on the data obtained, the utilisation of gamification technology has shown significant improvements in two main aspects: student participation and learning motivation.

1. Increased Participation

Before the implementation of gamification, the level of student participation in learning Al-Qur'an Hadis was recorded at 60%. After the implementation of gamification technology using platforms such as Gimkit, Kahoot, and Quizizz, the participation rate increased to 85%. This shows an increase of 25%.

2. Increased Motivation

Students' learning motivation also experienced a significant increase. Before the use of gamification technology, the level of student motivation was recorded at 50%. After the implementation of gamification, student motivation increased to 80%, which shows an increase of 30%.

This is in line with the statement of one of the Al-Qur'an Hadith subject teachers who stated,

"Gamification technology is very helpful in increasing student motivation and achievement. However, before embarking on technology-based learning, careful preparation is necessary. It is important to remember that technology is just a tool; the teacher is the main key in driving student motivation and collaboration. Therefore, the success of learning depends not only on gamification technology, but also on teachers' skills in facilitating the teaching and learning process."

From this statement, it can be concluded that the use of gamification technology in the learning process of Al-Qur'an Hadith at MAN 1 Probolinggo City not only increases student motivation and participation, but also underlines the importance of the teacher's role as a facilitator. The implication of this gamification application shows that the success of learning depends heavily on the synergy between the technology used and the teacher's skill in creating an interactive and engaging learning atmosphere.

From the learners' perspective, the application of gamification in Al-Qur'an Hadith learning at MAN 1 Probolinggo City provides a fun and interactive experience.

Students feel a significant change in the way they learn, where gamification successfully transforms the usually monotonous learning atmosphere into a more dynamic and engaging one. Gamification technology creates a space for students to actively participate through competition on platforms like Gimkit, Kahoot, and Quizizz, which not only stimulates learning motivation but also enhances their understanding of the material. The competition generated from learning features, points, and time-based challenges encourages students to engage more deeply, allowing for a better grasp of topics such as Sunnah, Sahih Hadith, and the function of Hadith in Islamic teachings. Students become more focused and challenged, leading to a more positive learning environment.

C. Evaluation of the Utilisation of Gamification Technology in Learning Al-Qur'an Hadith at MAN 1 Probolinggo City

The implementation of gamification technology in learning offers many benefits, such as increased student engagement and motivation. However, there are technical challenges that need to be overcome, such as system errors or difficulties in using the application. Adequate technical and pedagogical support is essential to overcome these issues and ensure the learning process runs smoothly. In addition, gamification elements must be relevant to the learning objectives. It is important to ensure that features such as points, levels or badges actually support the achievement of academic goals, rather than being mere entertainment.

The implementation of gamification in learning often faces technical obstacles, such as inadequate internet connectivity and limited tools, like projectors. Network instability disrupts the learning process, especially when using web-based applications like games, resulting in technology functions that cannot operate optimally and slowing down the learning process. Therefore, careful preparation is crucial in the implementation of gamification. Meticulous planning on how to integrate gamification elements into the learning process, as well as effective evaluation methods to monitor progress and outcomes, is essential. Without proper planning, technology may become a distraction rather than enhancing learning. Thus, a clear strategy and appropriate evaluation methods are necessary to maximize the benefits of gamification.

Although gamification technology offers great potential advantages, the role of the teacher remains irreplaceable. In the student-centered learning model, the teacher functions as a facilitator who supports the learning process. The interaction between students, teachers, and gamification technology in Al-Qur'an Hadith learning can enhance student motivation. However, the challenge is to maintain a balance so that technology does not interfere with the learning process. Students may appear more enthusiastic, but sometimes they are too focused on the game, neglecting the main purpose of learning. The teacher acts as a facilitator and guide for students by providing feedback and ensuring that the learning process remains effective. With the right integration of gamification and careful planning, this technology can be a very useful tool in creating a more interactive and engaging learning environment.

One of the recommendations in the implementation of gamification technology at MAN 1 Probolinggo City as a further development is the need to repair and improve the tools commonly used to support gamification-based learning. Although, gamification technology has begun to be applied in the learning process, especially Al-Qur'an Hadith, but inadequate infrastructure conditions often become an obstacle in maximising the potential of gamification. So, improving the quality of learning tools and devices and their maintenance is very necessary to support gamification learning to run more optimally.

In addition, another aspect that is no less important in the implementation of gamification at MAN 1 Probolinggo City is the provision of training in the form of training for teaching staff so that each teacher is able to optimise gamification in learning. The application of gamification technology in learning will not be able to run effectively without teachers who have the ability to utilise technology optimally. Therefore, training for teachers is an important step in order to be more proficient in using technology and its integration in learning.

Conclusion

The implementation of gamification technology in Al-Qur'an Hadith learning at MAN 1 Probolinggo City has shown significant results in increasing student engagement. By utilizing platforms such as Gimkit, Kahoot, and Quizizz, the learning process has become more interactive and enjoyable. This research emphasizes the importance of selecting the appropriate gamification platform according to the characteristics of the material being taught, as well as the needs and preferences of students, to enhance the effectiveness of the learning process.

Based on the results of observations and interviews, there has been an increase in student participation from 60% to 85% and learning motivation from 50% to 80% after the implementation of gamification platforms like Gimkit, Kahoot, and Quizizz. The use of game elements creates an engaging and interactive learning experience, encouraging students to be more actively involved in the learning process.

The evaluation of the use of gamification technology in Al-Qur'an Hadith learning at MAN 1 Probolinggo City indicates an increase in student motivation and participation. However, challenges arise when students become too focused on the games and neglect the learning objectives. To address this, teachers must act as facilitators who maintain a balance between technology and learning. Recommended improvements include enhancing infrastructure and providing training for teachers to better prepare them for integrating gamification technology into the teaching and learning process. With the right approach, gamification can enhance students' understanding and retention of knowledge regarding Al-Qur'an Hadith material.

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